

U.S. History Since Reconstruction Curriculum Bundle #5

Title	Suggested Dates
World War I	November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • World War I contributed to the U.S. emerging as a world power even as the U.S. experienced demographic and economic shifts at home. 	<ul style="list-style-type: none"> • To what extent did World War I act as a transition for the U.S. to become more involved in world affairs? • Was World War I an extension of Progressivism? • From the U.S. point of view, what were the causes and effects of World War I, Wilson’s Fourteen Points, and the Treaty of Versailles? • How did World War I affect the U.S. on the home front? • How did U.S. demographics begin to change during World War I?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p>	<p style="color: red;">World War I 1914-1918 – Causes and Effects of World War I, Great Migration, Home Front</p>	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet > Technology > Passwords</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library http://Maps101.com UnitedStreaming.com</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p>
<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</p>	<p style="color: red;">1914-1918 World War I – Causes and Effects of World War I</p>	

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<p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957</p>	<p>1914-1918 World War I – US joined Europe in aggression of militaristic power fighting</p>	<p>http://school.nettrekker.com/subject/?ctgry_id=X156289</p>										
<p>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>US.3A explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">Spanish-American War</td> <td style="padding: 2px;">America acquired the Philippines, Puerto Rico, and the Pacific island of Guam which expanded U.S. power in the Pacific and the Caribbean</td> </tr> <tr> <td style="padding: 2px;">U.S. Expansionism</td> <td style="padding: 2px;">Acquisition of Hawaii and Open Door Policy in China expanded U.S. territory and the influence of American policies abroad</td> </tr> <tr> <td style="padding: 2px;">Henry Cabot Lodge</td> <td style="padding: 2px;">Massachusetts senator who supported U.S. imperialism</td> </tr> <tr> <td style="padding: 2px;">Alfred Thayer Mahan</td> <td style="padding: 2px;">Author who argued in 1890 that the economic future of the U.S. rested on new overseas markets protected by a larger navy – known as the “Father of the Modern Navy”</td> </tr> <tr> <td style="padding: 2px;">Theodore Roosevelt</td> <td style="padding: 2px;">Built Panama Canal, Great White Fleet, Roosevelt Corollary – all expanded U.S. influence overseas and in the Western Hemisphere – Big Stick Diplomacy</td> </tr> </table> <p>Yellow Journalism – sensationalistic journalism used to increase circulation and influence US policy</p> <p>Henry Cabot Lodge will support imperialism but after WWI he did not want the country to join the League of Nations and was the main reason that the U.S. did not join. Lodge was the head of the Senate Foreign Relations Committee.</p> <p>Theodore Roosevelt was the Assistant Secretary Navy that ordered Admiral Dewey to the Philippines to sink the Spanish fleet. He left the office to become the leader of the Rough Riders.</p>	Spanish-American War	America acquired the Philippines, Puerto Rico, and the Pacific island of Guam which expanded U.S. power in the Pacific and the Caribbean	U.S. Expansionism	Acquisition of Hawaii and Open Door Policy in China expanded U.S. territory and the influence of American policies abroad	Henry Cabot Lodge	Massachusetts senator who supported U.S. imperialism	Alfred Thayer Mahan	Author who argued in 1890 that the economic future of the U.S. rested on new overseas markets protected by a larger navy – known as the “Father of the Modern Navy”	Theodore Roosevelt	Built Panama Canal, Great White Fleet, Roosevelt Corollary – all expanded U.S. influence overseas and in the Western Hemisphere – Big Stick Diplomacy	
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<p>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>US.3B identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare;</p>	<p>William Randolph Hearst- New York World competed for newspaper business with New York Globe- Pulitzer</p> <ul style="list-style-type: none"> • The sinking of the <i>Lusitania</i> • Zimmermann Note • Anti-German Sentiment • Business alliance with Great Britain • British propaganda • Self-Determination for all countries • Unrestricted Submarine warfare – Sink boats without warning 		
<p>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>US.3C analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and</p>	<p>Battle of Argonne Forest</p>	<p>Americans were able to cut supply lines of Germans and drive them from the Argonne Forest leading to the end of WWI</p>	
	<p>John J. Pershing</p>	<p>Leader of the American Expeditionary Forces during WWI and led to the Battle of the Argonne Forest</p>	
<p>US.3 History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>US.3D analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.</p>	<p>Causes for US involvement</p> <ul style="list-style-type: none"> • The sinking of the <i>Lusitania</i> – Americans were on this ship • Zimmermann Note – German overtures to Mexico • Anti-German Sentiment – Not democratic • Business alliance with Great Britain – Loaned Great Britain money for the war • British propaganda – British persistence to join them • Self-Determination for all countries – All countries should have their choice of what kind of government they want • Unrestricted Submarine warfare – Continued sinking boats with American citizens on it. • Wilson’s Fourteen Points – proposed to eliminate the general causes of the war, addressed the right of self-determination, and creation of the League of Nations • Did not coincide with the ideas and interest of the other Allied governments-wanted harsh terms • U.S. did not support joining the League of Nations 		<p>See History Channel.com Film: Sergeant York Biography: Sergeant York</p> <p>History Alive: Propaganda posters as well as WWI</p> <p>United Streaming: 20th c. WWI</p> <p>http://www.yale.edu/lawweb/avalon/leagcov.htm</p> <p>http://users.erols.com/mwhite28/lego-nat.htm</p> <p>http://www.yale.edu/lawweb/avalon/wilson14.htm</p> <p>http://web.jjay.cuny.edu/~jobrien/reference/ob34.html</p> <p>http://millercenter.org/academic/americanpresident/wilsonian</p> <p>http://www.factmonster.info/ce6/history/A0850735.html</p>

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	<p>because of the persuasion of the Republicans, the Senate Foreign Relations committee headed by Henry Cabot Lodge</p> <ul style="list-style-type: none"> • Treaty of Versailles • Discarded Wilson’s Fourteen Points • Germany was stripped of its Armed Forces and made to pay reparations of \$33 billion to the Allies • Germany would have to admit guilt for war 	<p>http://web.jjay.cuny.edu/~jobrien/reference/ob94.html</p>
<p>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>US.8A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> • World War I- Before and After 	<p>http://www.maps101.com/Application/Catalog/Product.aspx?cid=30&pid=670</p>
<p>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>US.8B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p>	<ul style="list-style-type: none"> • Utilize skills mentioned above throughout the year where ever it fits. Also use photographs whenever possible to fit topic 	
<p>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</p> <p>US.9B identify and explain reasons for changes in political boundaries such as those resulting from statehood and international</p>	<ul style="list-style-type: none"> • WWI (make sure to include the creation of Iraq out of the Ottoman Empire) 	<p>http://www.maps101.com/Application/Catalog/Product.aspx?cid=60&pid=1124</p>
<p>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the United States; and</p>	<ul style="list-style-type: none"> • Patterns evolving from World Wars I and II – Movement to urban areas and suburban areas • “The Great Migration” – African Americans left the South for the North starting in World War I 	<p>http://users.erols.com/mwhite28/lego-nat.htm</p> <p>http://www.whitney.org/jacoblawrence/resources/webqst_migr_6.html</p>
<p>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>US.12E Describe the economic effects of international military conflicts, including the Spanish-American War</p>	<ul style="list-style-type: none"> • World War I – Boom in economy, emergence of US as a world industrial leader 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition, current events and more are available on their homepage http://www.econedlink.org/)</p> <p>There is also a green CD available in each campus</p>

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<p>and World War I, on the United States.</p>		<p>library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>US.13A analyze causes of economic growth and prosperity in the 1920s</p>	<ul style="list-style-type: none"> • Growth in industry due to World War I 	<p>(See note under 12E)</p>
<p>US.15 Government. The student understands changes in the role of government over time. The student is expected to:</p> <p>US.15B explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;</p>	<ul style="list-style-type: none"> • WWI led to debate on the membership in League of Nations, isolationism and the Neutrality Acts 	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</p> <p>US.21D identify the political, social, and economic contributions of women to American society.</p>	<p>Political – Women have held political positions in both houses of Congress (Barbara Jordan, Kay Bailey Hutchinson), advisory positions in the Executive Branch (Condoleezza Rice, Madeline Albright, and Elizabeth Dole), and judicial positions on the Supreme Court (Sandra Day O’Connor and Ruth Ginsberg)</p> <p>Susan B. Anthony and Carry Nation Jeanette Rankin Eleanor Roosevelt Sandra Day O’Conner & Ruth Ginsberg</p> <p>Social – Eleanor Roosevelt, Title IX</p>	

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<p>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>US.22A explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;</p>	<p>Scientific discoveries and technological innovations</p> <p>Electric Power</p> <p>Telegraph and telephone</p> <p>Petroleum-based products</p> <p>Medical vaccinations</p> <p>Computers</p>	<p>Effects on the development of the United States</p> <p>More productivity and a 24 hour day</p> <p>Better communication and expanded business opportunities</p> <p>Growth of the automobiles, oil industry, and development of plastics</p> <p>Reduction of various diseases and longer life expectancy</p> <p>Faster more effective communication and establishment of global economy</p>	
<p>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>US.22B explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and</p>	<ul style="list-style-type: none"> • Agriculture – The need to increase agricultural output to feed population led to new farm machines – Gins, more efficient tractors • Military – The Arms race led to new innovations in military weapons to protect Democracy around the world – Stealth Bombers, Apache Helicopters • Medicine – Medical discoveries and innovations rose from a desire to eliminate communicable diseases from the United States - Polio • Panama Canal lead to the cure for malaria and yellow fever • NASA- miniaturization of computers, microwaves • Immunization 		
<p>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>US.22C analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<ul style="list-style-type: none"> • Nature of Work – The technology of assembly lines, automation and computerization led to increased productivity • The American Labor Movement – Technology has eliminated certain jobs that were protected in the past by these movements but it has also caused the labor movement to protect workers from the effects of new technology. • Business – Technology has lowered the cost of product and increased the number of jobs 		

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<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>		<p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks)</p>	<p>Political cartoons: search Thomas Nast</p>
<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24F identify bias in written, oral, and visual material;</p>		
<p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Transfer data from one type of graph to another type of graph.</p>	
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25A use social studies terminology correctly;</p>	<p>Make sure that your students know the assurance word for the grade level.</p>	

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<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	
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